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ABSTRACT

The Continuing Library Education Network and Exchange (CLENE) is a professional organization which promotes continuing professional education for librarians and information scientists. The organization has established a constitutional procedure for making and implementing decisions. This report describes the internal structure of the organization, and the appendixes provide detailed information on such items as bylaws, membership, and results of meetings and conference. (EMH)

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CLENE

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

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The basic missions of CLENE are: (1) to provide equal access to continuing education opportunities, available in sufficient quantity and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all; (2) to create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

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SPECIAL CLENE REPORT

for the period

January 1 -- 31, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by

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Distributed on February 9, 1976

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SPECIAL INTERIM REPORT
ON CLENE
January 1--31, 1976

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January 1 through January 31, 1976

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Since the end of the period covered by the second quarterly report, December 31, 1975, major progress has been made on the implementation of two of the four objectives covered by the planning grant funded by Title II-B of the Higher Education Act. The organizational structure has been formalized by the finalization of the by-laws and the submission of the Articles of Incorporation to the proper authorities in the District of Columbia and the first Assembly has been held. In addition new products have been issued. This report highlights these events which took place in January, 1976. The distribution of this report is documented on the last page before the Appendices.

I. Permanent administrative structure for CLENE.

A permanent administrative structure for CLENE has been accomplished through the development and adoption of the By-Laws which are presented in full in Appendix A and summarized in Appendix B. The Articles of Incorporation as they have been submitted to the District of Columbia authorities are presented in Appendix C.

The major components of CLENE are the Assembly (all the members of CLENE), the Advisory Committee, the Board of Directors, the CLENE Staff, and the Panel of Review and Evaluation. The functions of each of these components as stated in the by-laws, will be presented in the following pages and their activities at the January CLENE meeting reported.

II. The Assembly

A. Membership

The Assembly consists of all the individual members of CLENE and the designated representatives from the various types of groups provided for in the by-laws (By-Laws Section 4.1). As of January 31, 1976, there were 138 individual members and nineteen (19) groups which have joined CLENE. The breakdown of these categories are: seven (7) institutional members; 12 association/organization members; 10 supporting members (state agencies). To date there are an 11500 contributing members. The list of members is presented in Appendix D.

B. Functions

As stated in the By-Laws, the functions of the Assembly are:

- Provide a forum for exchange of ideas in library, media and information science continuing education.

- Provide a means of making recommendations at various [illegible] level based on wide involvement
- Identify current problems and issues of access to continuing education
- Serve as an ongoing communications network
- Elect the Board of Directors and the Advisory Committee (Section 3.1, By-Laws)

C. Activities at the first meeting of the Assembly, January 31 and [illegible], 1976

The Assembly Task Force, appointed by the Assembly Land Grant Planning Service Taskforce, planned the first meeting of the Assembly so that participants would select their facilitators and provide for input. The members of the Assembly Task Force were: [illegible] from the Board of Directors, Susan [illegible], Chairman; Dorothy Gallagher, Julia Pings and Barbara D. Ells; [illegible] from the Advisory Committee, Barbara Conroy. The CLEER Staff assisted the Task Force in all phases of the task force and was represented at the meetings by the Project Director and the Principal Investigator.

- Provide a forum for exchange of ideas by library, media, and information science continuing education

A forum for the exchange of ideas was provided for by the scheduling of 8 discussion groups as noted in the CLEER program for Public Meeting. Each discussion group had a preassigned discussion leader, resource person, and reporter to share Chairman Bennett's "Suggested Guidelines for Small Group Discussions at CLEER Assembly." The intent of these discussions was to provide an opportunity for interested practitioners to present ideas, perspectives, and concerns on each of the major issues relating to the continuing education of library, information, and media personnel. The specific goals were two: 1) to provide interested practitioners with the opportunity to contribute ideas, perspectives, and concerns on one of the major issues facing continuing education for the library and information science field, and 2) to provide CLEER with information for the utilization in planning future activities. Each of the eight discussion groups a [illegible] asked to present a report at the two-day planning meeting of CLEER and included recommendations to CLEER and comments on the profession at large in the area of continuing education.

- Provide a means of making recommendations at various [illegible] based on wide involvement

The reports generated by the small group discussions provided the means of fulfilling the function of making recommendations at [illegible] level. The three leaders of each of the eight groups met with the Project Director after the group meetings on Friday evening and prepared their reports and recommendations to be presented on Saturday morning at the Assembly meeting. A summary of the recommendations presented by the eight discussion leaders is presented in Appendix F.

c. [illegible] current practices and issues of interest to surrounding communities

Persons wishing to comment on the findings or testify during the public hearing may register in the lobby prior to the hearing. Persons who have not registered in advance will be given an opportunity to speak after those who have registered. Depending on the number of persons wishing to speak, it may be necessary to limit the length of oral statements. Persons with special needs should contact [illegible] at least 5 days prior to the hearing so that reasonable arrangements can be made to assure accessibility.

Written comments may be submitted to the Hearing Officer at the public hearing or by mail to [illegible] before the close of the hearing record. All written comments will be considered equally with oral testimony. Persons submitting written comments may request that they be notified of the availability of the Hearing Officer's report and recommendation.

The hearing record will remain open for 10 days after the hearing for the purpose of receiving additional written comments. The record will close at [illegible] on [illegible]. Comments received after the close of the record will not be considered.

Copies of the Hearing Officer's report and recommendation will be mailed to all persons who request notification. The Hearing Officer's recommendation will be advisory to the Director of [illegible]. The Director will issue a final decision on the application after reviewing the record, including the Hearing Officer's report and recommendation.

Questions regarding the hearing process may be directed to [illegible] at [illegible].

[illegible]
Hearing Officer

[illegible] [illegible] [illegible] [

[illegible] (Rev.)

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
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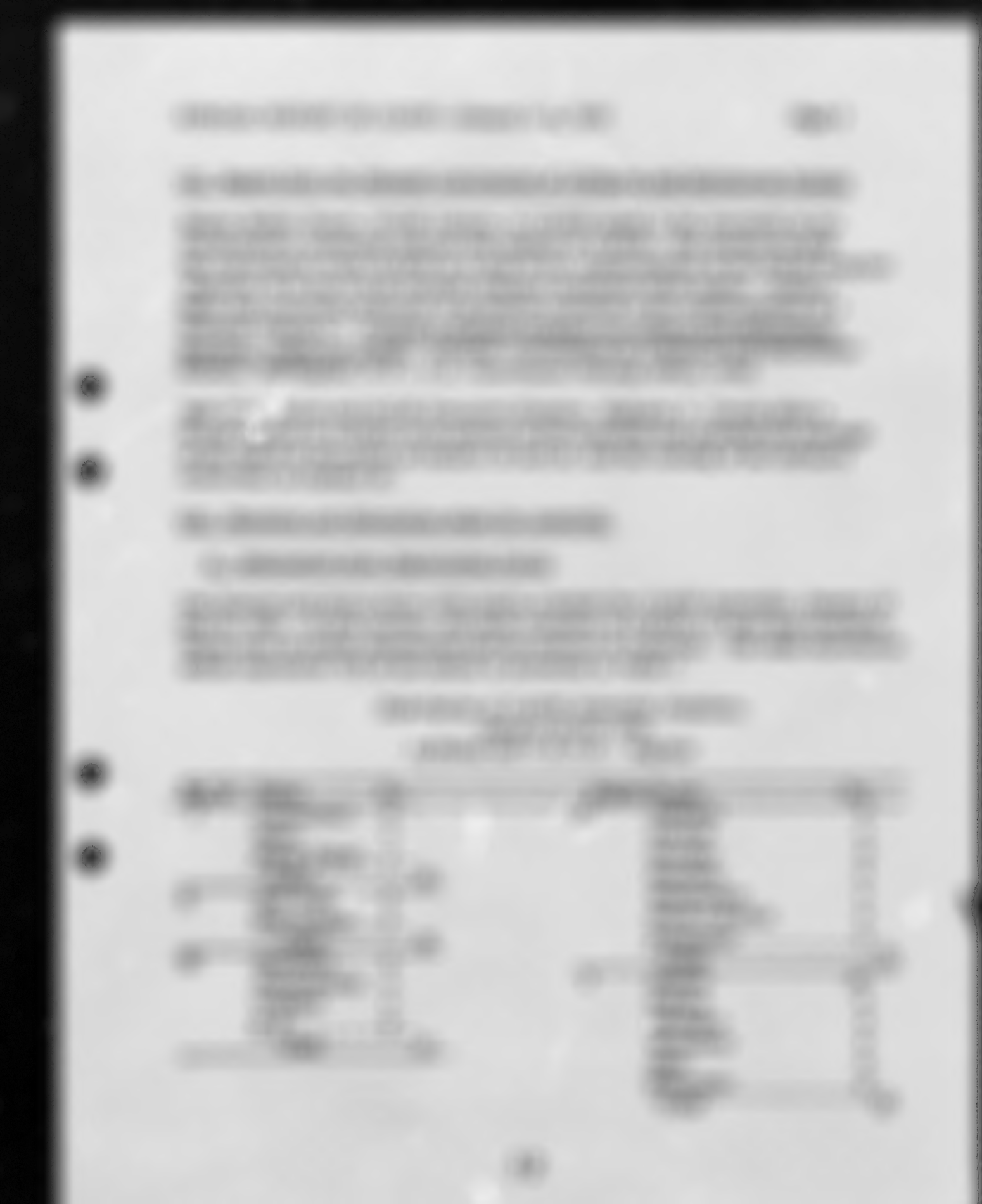


Distribution of CLENE Assembly Attendees
January 23-24, 1976
by States and U.S.O.E. Regions
(Continued)

Region	States	No.
VI	Arkansas	1
	Oklahoma	2
	Texas	4
	Total	7
VII	Missouri	2
	Iowa	1
	Kansas	2
	Nebraska	2
	Total	7
VIII	Colorado	6
	Utah	4
	Total	10
IX	California	8
	Arizona	1
	Nevada	1
	Total	10
X	Alaska	1
	Idaho	1
	Washington	2
	Total	4
Grand Total		133

TABLE 1

Examination of Table 1 shows that the states with the largest representation were Illinois (30--state of meetings); New York (9); California (8); Washington, D.C. (8); and Massachusetts (7).

The DHEW/USOE regions with the largest representation were:
Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin -------- 43
Region III (Maryland, Pennsylvania, Virginia, District of Columbia ------- 17
Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, Tennessee ---------- 15

States which had no representation were: Delaware, Hawaii, Louisiana, Maine, Montana, New Mexico, North Dakota, South Carolina, South Dakota, Vermont, West Virginia, and Wyoming.

Table 2 shows the number of CLENE attendees by type of organization and type of position. Examination of this Table reveals that the four largest categories of attendees, by type of organization were:

1) Library education programs---------- 33
2) Academic libraries---------- 30
3) State Library agencies---------- 23
4) Professional associations---------- 16

By type of position in organizations the four largest categories of attendees were:

1) Directors---------- 35
2) Professors---------- 22
3) Associate Directors---------- 17
4) Coordinators and Extension Service Librarians---------- 11

A list of the participants in the Assembly is presented in Appendix O.

B. Information from Evaluation Forms

In addition to information presented on the registration forms, data was also collected on evaluation forms. The information presented in this section was taken from an analysis of the evaluation forms. The evaluation instrument is presented in Appendix M.

Out of the 133 attendees, 69 participants filled out evaluation forms. Of this number of respondents, 66 were members of CLENE.

The following responses were received in answer to the question: "Did the Assembly meet your expectations?"

Yes---------- 35
Partially---------- 16
Had none---------- 4
No ---------- 4
Above expectations---------- 2

The sections of the program rated most valuable by the participants were:

Friday evening discussion groups---------- 33
Presentation by Dr. Knowles---------- 22
Saturday summary of discussion group findings------ 13
Business meeting on Saturday---------- 9

CATEGORIES OF MEMBERS ATTENDING CLENE ASSEMBLY

BY TYPE OF POSITION / BY TYPE OF LIBRARY OR ASSOCIATION	Directors	Associate Directors	Personnel & Training	Reference	Children's Librarians	Inter-Library Loan	Acquisitions	Coordinators/Extension Service Librarians	Elected Officers	Professors	Research	Public Library Systems	Media Specialists	Not Stated	Total
Library Education Programs	8	3								22					33
Academic Libraries	7	8	4	4		1	2	1			3				30
State Library Agencies	8	2	1					9					3		23
Professional Associations	5	3	2						2		3			1	16
Public Libraries	3				1							3			7
Students														6	6
Regional Groups	3	1													4
Consultants														3	3
NCLIS														2	2
Special	1														1
U. S. Civil Service Commission			1												1
Trustees								1							1
Not Stated														6	6
Total	35	17	8	4	1	1	2	11	2	22	6	3	3	18	133

TABLE II

In answer to the question, "Did you feel that you had sufficient opportunity to present your own ideas?" the following responses were received:

Yes:	51	At times:	4
No:	6	Not applicable:	2
Probably:	1		

The question, "Do you feel the issues discussed were the most important concerns for CLENE?" received the following responses:

Yes:	37	Partially:	9
No:	5	Probably:	3

The sessions that were rated least valuable by participants were the two Friday session at which five papers were presented (22 responses).

The following responses were received for the question, "What would you have added/changed?"

More small group interchange:	10
Delineation of priorities for CLENE:	3
Fewer papers:	3
Interest by type of group and intergroup:	3
More direct application of CE to libraries in terms of programs, etc.:	2
Stronger small group leadership:	2
Should have had Knowles at the beginning:	1
Continuing Education demonstration of skills:	1
More principles of adult education:	1
Focus on goals and rationale for CLENE:	1
Reverse morning and afternoon sessions:	1
Stronger keynote address re: issues and organizational implications:	1
Shorter audience comments:	1
Include educational industry management people:	1
Discussion of Network:	1
Pre-conference checklist of expectations:	1
More dynamic speakers, shorter length of speeches:	1
Business meeting first:	1
Break up papers with discussion groups:	1

Use of visuals	1
Two business meetings - One to inform the first day	1
Not have groups meet at the same time as the CE Fair	1
Have three half days	1

In response to the question, "What subject content would you find most useful or interesting for our next meeting?" the following answers were given:

Description of CLENE and its roles	6
Planning and evaluation of skills and techniques in continuing education	6
Evaluation of products and programs	4
Statewide planning and implementation of continuing education	3
Self-administered training programs	3
Needs assessment techniques	1
Training trainers as leaders in each state	1
Packages for state use	1
Assessment tools for product packages	1
Non-traditional educational techniques	1
How to facilitate our own and others self-directed continuing education	1
As wide a variety of program elements as possible	1
How to do evaluations on self development	1
Discussion groups to identify competencies in specific areas of librarianship	1
Theories of adult learning	1

In the CLENE Assembly programs, the following preferences were indicated:

Developed techniques:	40	Skill developing sessions:	40
Experimental reports:	40	State of the art papers:	34

Format features the participants would like to see incorporated into the next Assembly meeting included:

Small group discussions:	57	More opportunities for inputting into the decision-making processes of CLENE organization:	20
Papers in advance:	47		
Keynote address:	35	Small group discussions but no general discussions:	8

Other format suggestions:

Videotape learning or training exercises to reinforce/carry-forward education
Opportunity to see key expertise at fellow exercisers
Make CEU credits available
Use of other media
Shorter sessions
Be sure proceedings are published
Quick updating
Publish at each day's progress and highlights (be print to take home)
Counseling time (on the or one-on-basis) with CE experts
Model programs now at work featured in some manner
Key to audience interested in CE and staff development responsibilities
Divide into interest groups

Evaluation Data to be Used in Planning of Future Assemblies

The full tabulation of the evaluation sheets for the Assembly meeting of January, 1975, and the sheets themselves, have been sent to Dr. Ruth Patrick, Chairman of the Program Planning Committee for the Summer 1975 meeting of CLEAR. As the responses made to questions about future planning represented such a diverse range of the interests held by members, the Program Committee also plans to pay careful attention to the suggestions of the small discussion groups about priorities in relation to programming.

[redacted]

[redacted]

[redacted]

[illegible]

Section 8.3
The President-Elect shall perform such duties as the President may assign. In the event of the absence, disability or withdrawal of the President, the President-Elect shall perform the duties and exercise the powers of the President.

Section 8.4
The Secretary shall perform the usual duties of the office and those assigned by the Board.

Section 8.5
The Treasurer shall perform the usual duties of the office and those assigned by the Board and at the annual meeting of the Assembly shall report to the Assembly on the financial status of CLENE.

ARTICLE 9
EXECUTIVE DIRECTOR AND CLENE STAFF

Section 9.1
There shall be an Executive Director who shall be appointed by the Board. The Executive Director shall, subject to any policy established by the Board, employ and direct the CLENE staff. The Executive Director shall serve as the executive officer of CLENE subject to any policy established by the Board.

ARTICLE 10
PANEL OF REVIEW AND EVALUATION

Section 10.1
There shall be a Panel of Review and Evaluation which shall be appointed by the Board. The Panel of Review and Evaluation shall review the work of CLENE, the Executive Director and the CLENE staff relative to the effectiveness of the activities of these bodies in carrying out the purposes and policies of CLENE. The Panel of Review and Evaluation shall report to the Board and may report to the Assembly, if the Assembly should so require, at the annual meeting.

ARTICLE 11
NOMINATIONS AND ELECTIONS

Section 11.1
A Nominating Committee for each election of Members of the Board and of the Advisory Committee shall be appointed by the President with the approval of the Board. The Nominating Committee shall be composed of five members no one of whom shall be a Director.

Section 11.2
Nominations for membership on the Board and of the Advisory Committee shall be presented as follows: The Nominating Committee shall present each year one or more candidates for each Member of the Board to be elected, and, one or more candidates for each member of the Advisory Committee to be elected. The names of nominees shall be printed in the CLENE Newsletter prior to the Annual Meeting. Further nominations accompanied by written acceptance of the nominee may be entered by petition of 25 members and shall be filed with the Executive Director prior to the Annual Meeting.

Section 11.3
Election shall be a majority vote of members present and voting at the Annual Meeting of the Assembly.

ARTICLE 12
PUBLICATIONS

Section 12.1
CLENE shall publish an official Newsletter and such other publications as the Board may authorize. Control of all CLENE publications shall be vested in the Board.

Section 12.2
CLENE shall not be responsible for statements or opinions advanced in its publications or in papers or discussions at meetings or for statements by any of its members, Officers, or Staff, except those authorized by the Board or those reflecting duly established policies of CLENE.

ARTICLE 13
DUES AND FEES

Section 13.1
Dues for each class of Membership in CLENE shall be determined by the Board. Dues shall be paid annually and in advance.

Section 13.2
Membership shall cease when dues are three months in arrears. Reinstatement is possible only within the following nine months and upon payment of dues for the entire twelve month period. If reinstatement is not accomplished within the said nine month period, reapplication for membership is required.

ARTICLE 14
THE CLENE OFFICE

Section 14.1
The location of the CLENE office shall be determined by the Board.

Section 14.2
The administration and management of the CLENE office shall be the responsibility of the Executive Director.

ARTICLE 15
CLENE AFFILIATION AND REPRESENTATION

Section 15.1
CLENE may have as an affiliate or become an affiliate of an organization whose objectives are consistent with those of CLENE and whose activities are not in conflict with Section 3.1 of these By-Laws (relating to prohibitions applicable to a non-profit organization which is exempt under Section 501(c)(3) of the Internal Revenue Code). If continued affiliation becomes undesirable, it may be cancelled. Affiliation or disaffiliation shall be authorized by the Board.

Section 15.2
Establishment of CLENE representatives to other organizations and to joint Boards and joint Committees shall be authorized by the Board and appointed by the President. The representatives shall be responsible to the Board which will delegate such powers and functions to them as the Board finds desirable. Each representative shall submit to the Board a written annual report

report of his or her activities and of the entity to which he or she is a CLENE representative which shall include recommendations considered necessary or advisable. Additional reports may be submitted at the option of a representative or as requested by the Board or President.

Section 15.3
The President may appoint representatives of CLENE to meetings of other organizations or to special events in response to invitations.

ARTICLE 16
AMENDMENTS TO BY-LAWS

Section 16.1
Amendments may be proposed by the Board or by the petition of twenty-five members. Proposals originating in the Board shall be approved by a two-thirds vote of the entire Board before submission to the members. Proposals originating by petition shall be submitted in writing to the Board and shall be presented to the members with the recommendations of the Board.

Section 16.2
Notices containing the text of any proposal shall be sent to each member at least thirty days before the meeting at which it is to be discussed. A proposal shall become effective upon approval of a majority of the members present and voting at such meeting.

Section 16.3
Notwithstanding the foregoing these By-Laws may be amended by a two-thirds vote of the returned mail ballots sent to all members pursuant to the instructions of the Board.

ARTICLE 17
FISCAL AND MEMBERSHIP YEAR

Section 17.1
The fiscal and membership year of CLENE shall be the calendar year.

APPENDIX B

STRUCTURAL COMPONENTS OF CLENE

COMPONENT	FUNCTION	PROCEDURES
ASSEMBLY (Article 5)	-- Forum for exchange of ideas in library and information science continuing education -- Provide a means of making recommendations at national level based on wide involvement -- Identify current problems and issues of concern in continuing education -- Serve as an ongoing communications network -- Elects the Board and the Advisory Committee (Sect. 5.2)	-- Annual meeting at time and place set by Board (5.3) -- Special meetings by Board or by 50 members on written notice to Board (Sect. 5.3) -- Notice of meetings in CLENExchange at least 30 days before meeting (Sect. 5.4) -- Quorum 10% of those entitled to vote (Sect. 5.5) -- Majority of votes of those present to affirmative to act (Sect. 5.5) -- Vote by mail possible (Sect. 5.6) -- Officers: President, President-Elect, Secretary; Treasurer (Sect. 5.1)
ADVISORY COMMITTEE (Article 6)	-- Generally advise the Board of Directors on: (1) priorities for CLENE (2) policy alternatives -- Identify problem areas based on grassroots input -- Review and promote the coordination of various continuing education efforts -- Provide commentaries on continuing education matters (Sect. 6.2)	-- Hold annual meeting at time and place fixed by Board (Sect. 6.3) -- Elect chairperson and secretary (Sect. 6.4) -- May elect others as may be desirable (Sect. 6.4) -- Hold special meeting on call of chairperson or request of any 7 members of Advisory Committee (6.5) -- President and Executive director ex-officio non-voting members (Sect. 6.6) -- Replacements may be elected by Committee to fill term (Sect. 6.7)
BOARD OF DIRECTORS (Article 7)	-- Adopt the policies, priorities, programs and budget of CLENE -- Appoint such committees as it determines necessary -- Provide for communication with members and with continuing education programs -- Manage CLENE's property and affairs -- Report to Assembly on the state of CLENE -- Appoint Executive Director (Sect. 7.2)	-- Hold annual meeting immediately following Assembly (Sect. 7.8) -- Special meeting on call of President or any 4 members (Sect. 7.9) -- Quorum majority of all members (Sect. 7.10) -- Vote of majority present to act (Sect. 7.10) -- Board elects to fill vacancy (Sect. 7.12) -- President is Chairman of Board (Sect. 7.3)
CLENE STAFF	-- Executive Director, appointed by Board -- Administer and manage the CLENE office; employ and direct staff (Sect. 9.1)	Betty Shaw - Project Director Gloreen Troelstrup - Research Assistant Mary Hunter - Principal Investigator Mary Ailing - Secretary
PANEL OF REVIEW AND EVALUATION	-- Review the work of CLENE, Executive Director and staff relative to their activities in carrying out the purposes and policies of CLENE -- Appointed by Board -- Shall report to Board, may report to Assembly if Assembly requires (Sect. 10.1)	

MEMBERSHIP (Sect. 4.1)	BENEFITS
A) Individual members/$10 per year	-- Each vote; 1 subscription to CLENExchange; reduced rates for registrations and publications (Sect. 4.3)
B) Institutional members/$100 per year	-- One delegate=1 vote for each member/institution; access to continuing education data base and assistance in continuing education planning plus individual member benefits (Sect. 4.3)
C) Association/Organization members/ $200 per year	-- One delegate=1 vote; all benefits individual membership plus access to Continuing Education Data Base and assistance in continuing education planning. (Sect. 4.4)
D) Supporting (i.e., state agencies) on structure of population and LSCA Title I apportionments	-- Supporting (state agencies)-- one delegate=1 vote; all benefits of institutional and Association/Organization members plus 10 copies of CLENExchange. Invited to submit listings in the periodic publication of CLENE Directory of Continuing Education Opportunities. (Sect. 4.5)
E) Consortium Member--Continuing Education Consortia of State Library Agencies; 60% of aggregate of dues if each were to have Supporting Member status.	-- Consortium member -- One delegate=1 vote; institutional and Association/Organization member benefits plus 10 copies of CLENExchange. Consortium members are invited to submit listings in the periodic publication of the CLENE Directory of Continuing Education Opportunities. (Sect. 4.6)
F) Sustaining Member/$1500 per year	-- Sustaining Member -- Granted to any Supporting Member, Association/Organization Member benefits plus one copy of the CLENE Board of Directors and Advisory Committee minutes and quarterly and annual reports. (Sect. 4.7)

Note: "Members" means all individual members and all delegates entitled to vote (Sect. 4.8)

Composition of 21 Member Advisory Committee	Composition of 15 Member Board of Directors
21 members divided into three classes of seven members each. (Sect. 6.1) Each class holds office for a three year term which shall expire at annual meeting of Assembly. Terms staggered. (Sect. 6.1)	Class A--2 State Agency Directors; 1 Association/Organization Director (Sect. 7.4a) Class B--1 State Agency Director; 1 Association/Organization Director; 1 Institutional Director (Sect. 7.4b) Class C--1 State Agency Director; 1 Association/Organization Director; 1 Institutional Director; 4 Individual Director (Sect. 7.4c) Class D--President, President-Elect, Past President (Sect. 7.4d) Classes A, B, C, 3 year staggered terms (Sect. 7.5); Secretary 1 year (Sect. 7.5); Treasurer 2 years (Sect. 7.5); Executive Director ex-officio non-voting (7.6)

Appendix C

ARTICLES OF INCORPORATION
OF
CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE, INC.

The undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Nonprofit Corporation Act:

FIRST: The name of the Corporation is CONTINUING LIBRARY EDUCATION NETWORK & EXCHANGE, INC. (Hereinafter the "Corporation").

SECOND: The duration of the Corporation is perpetual.

THIRD: The purpose for which the Corporation is organized is to improve the library and information services of the United States.

FOURTH: The Corporation shall have all of the specific, general and incidental powers granted by the District of Columbia Nonprofit Corporation Act.

FIFTH: A. The Corporation shall receive, administer, maintain, use and employ its funds, net earnings and property, real and personal, exclusively for charitable, scientific, educational and/or literary purposes beneficial to the public, as such terms and purposes are used and defined in or in connection with Section 501 (C) (3) of the Internal Revenue Code of 1954, relating to tax exempt corporations, (or in the corresponding provisions of any future United States Internal Revenue Law), and the Regulations pertaining thereto as they now exist or hereafter may be amended, and to pursue such objects and purposes either directly or by contributions to organizations which qualify as exempt pursuant to the said Code and Section thereof.

B. No part of the net earnings of the Corporation shall inure to the benefit of any director, officer, employee, member of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation effecting one or more of its purposes), and no director, officer, employee or member of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the Corporation, or in any other event.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of or against any candidate for public office..

D. Notwithstanding any other provisions of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt under Section 501 (C) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

B. In the event of the liquidation, dissolution or winding up of the business and affairs of the Corporation, whether voluntary or involuntary or by operation of law, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such corporation(s) or organization(s) as shall at the time qualify as exempt corporation(s) or organization(s) under Section 501(c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the United States District Court for the District of Columbia, exclusively for such purposes or to such corporation(s) or organization(s), as said Court shall determine, which are organized and operated exclusively for such purposes.

SIXTH: A. There shall be the following classes of membership in the Corporation:

(1) Individual Members.
(2) Institutional Members.
(3) Association Members.
(4) Supporting Members.
(5) Sustaining Members.
(6) Cooperia Members.

B. Individual Member status shall be granted to any individual who has a serious interest in the objectives of the Corporation. Each Individual Member shall have one vote.

C. Institutional Member status shall be granted to any individual library. Each Institutional Member shall have one delegate with one vote.

D. Association Member status shall be granted to any national, state or local library association. Each Association Member shall have one delegate with one vote.

E. Supporting Member status shall be granted to any state library agency. Each Supporting Member shall have one delegate with one vote.

F. Sustaining Member status shall be granted to any Supporting Member, Association Member, Institutional Member or Individual Member upon request and upon payment of the requisite dues.

G. Cooperia Member status shall be granted to any Continuing Education Committee of State Library Agencies. Each state library agency in a Committee shall have one delegate with one vote.

SEVENTH: The name of the initial registered agent of the Corporation in the District of Columbia at the initial registered office and the address thereof is United States Corporation Company, National [illegible] Building 529 14th Street, N.W., Washington, D. C. 20045.

EIGHTH: The number of directors shall not be less than three. Subject to such limitation, the number of directors shall be as fixed by the By-Laws, except as to the number of the first Board of Directors which shall be fifteen. The names and addresses, including street and number, of the persons who are to serve as the initial directors to hold office for such period as the voting members of the Corporation shall determine are:

[illegible]

[illegible]

[illegible]

[redacted]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]

[illegible]

- [illegible]
- [illegible]

INDIVIDUAL - continued

Dr. Mary Alice Hunt	Tallahassee, Florida
Sally Trace	Greencastle, Pennsylvania
Ruth Rogers	Aerospace Med. Inst. Pensecola, FL
Barbara Allen	Kalamazoo Public Library
Esta Lee Albright	Stanford University
Sheldon Lawrence	State of Arizona, Lib. Extension Service
Fredric Hoffman	SUNY Ag & Tech. College, NY
Douglas Zweizig	University of Washington
M. Lethene Parks	Pierce County Library, Washington
Joanne L. Crispin	Lutheran General Hospital, Illinois
Marie Rose Sivak	Illinois Office of Education
J. Madison Whitehead	College of William & Mary, Virginia
Annette L. Phinazee	North Carolina Central University
Betty J. Simpson	Illinois State Library, trustee
Samuel Harper Overton	Barrington, Illinois
Joan C. Durrance	University of Toledo
Carmela Ruby	California State Library
Shirley Pelley	University of Oklahoma
Terry Hicks	American Management Association
James Greaves	Indiana University
Tyron Emerick	Roswell Public Library, New Mexico
Yahya Assidi	Indiana University
Virginia C. Hills	National Geographic Society
Saul Herner	Herner & Co., Washington,DC
Elizabeth Fleenor	US Air Force Academy Library
Phyllis Dooner	Pueblo, Colorado
Judith Cobb	Muncie, Indiana
Doris O. Mosley	Washington, DC
Dr. Patricia Beilke	Auburn Univeristy, Alabama
Melvin Klatt	Elmhurst College, Illinois
Dr. John B. Hall	Drexel University
Anthony Wilson	Federal Way, Washington
Khan M. Hassan	SUNY Ag & Tech College, NY
Emily W. Reed	Baltimore, Maryland
Adelia Seglin	Anderson, Indiana
Blanche Woolls	University of Pittsburgh
Ronald R. Stinson	Marygrove College, Michigan
S. Fred Natale	Weirton, West Virginia
Eileen Huang	Carmel, Indiana
Sally M. Roberts	Northwestern University
Alan Benenfeld	University of California, Los Angeles
Nellie B. Strickland	Alexandria, Virginia
Karen E. Long	Chapel Hill, North Carolina
Dr. Mary Nieball	Odessa, Texas
Peri Switzer	Denver, Colorado
Sister Mary Alma	University of San Francisco
Michael P. Schuller	Seattle, Washington

INDIVIDUAL - continued

Dolores Prchal	Foothill College, California
Ruth W. Long	Toms River, New Jersey
James Stephenson	Columbus, Ohio
James H. Fish	Leominster, Massachusetts
Edith Bishop	Los Angeles, California
Carol Barry	Norman, Oklahoma
Dianne T. Williams	University of Michigan
Robert W. Gibson	General Motors Technical Center
Miles A. Libby	Bernardsville, New Jersey

APPENDIX E

FIRST ANNUAL CLENE ASSEMBLY

On Friday, January 23, and Saturday, January 24, the first Assembly of the Continuing Library Education Network and Exchange (CLENE) will be held at the Palmer House in Chicago, immediately following the Mid-winter Conference of ALA. This initial gathering will provide a forum to discuss experimentation and innovation in the design, context, techniques, and technology used in continuing education, and to outline ways in which CLENE may be of assistance to groups and individuals in continuing education.

Program Schedule

January 23, 1976

8:00 A.M. Registration

9:15 A.M. Introduction and welcome by President of the CLENE Board of Directors, Nettie Taylor
Strategy and outline of this Assembly by Chairman of the Assembly Task Force, Duane Webster

9:45 A.M. Keynote address on the current problems and future requirements for continuing education in the library profession, Richard Dougherty, Director of Libraries, University of California at Berkeley

10:30 A.M. Coffee Break

11:00 A.M. Presentation of papers concerning the implications of self-assessment for future development of the profession:

- James Liesner: School Library Assessment
- Ruth Patrick: Techniques for Assessing Individual Interests and Career Plans
- Mary Ellen Michael: Use of the CIPP (Context, Input, Process, Product) Model

12:30 A.M. Lunch

Afternoon

[redacted].M. Presentation of papers continued:

- Duane Webster: Association of Research Libraries' Management Review and Analysis Program
- Grover Andrews: Non-Traditional Accreditation Studies Sponsored by the Southern Association of Colleges and Schools

3:30 P.M. Coffee Break

4:00 P.M. Malcolm Knowles: Model for Assessing Continuing Education Needs for a Profession

Evening: Small group discussions

7:30 - 9:00 P.M.

(1) Application of the Knowles Assessment Model on a statewide basis.

- Discussion leader: Malcolm Knowles
- Resource person: Nancy Blundon
- Reporter: Travis Tyer

(2) Development and use of testing and self-assessme instruments.

- Discussion leader: Julie Virgo
- Resource person: Bernard Frankowiak
- Reporter: Bob Malinowsky

(3) Determining Staff Development Needs in library organization

- Discussion leader: Barbara Conroy
- Resource person: Margaret Myers
- Reporter: Joyce Veenstra

(4) Expectations for CLENE products and services

- Discussion leader: Pauline Vaillancourt
- Resource person: Frank Birmingham
- Reporter: Mary Power

(5) Recognition and rewards systems in continuing education (i.e., C.E.U.'s).

- Discussion leader: Jim Nelson
- Resource person: Dorothy Deininger
- Reporter: Neal Kaske

(6) Criteria for evaluating continuing education

- Discussion leader: Brooke Sheldon
- Resource person: Harold Goldstein
- Reporter: Peggy O'Donnell

(7) Organizational and professional benefits of continuing education.

- Discussion leader: Donald Foos
- Resource person: Alice Ihrig
- Reporter: Helen Miller

(8) Financing CLENE

- Discussion leader: Maryann Duggan
- Resource person: Joe Shubert
- Reporter: Leon Montgomery

9:00 P.M. Adjournment

Saturday, January 24

Morning

9:00 A.M. Idea sharing with reports by each discussion group. These reports will be coordinated in advance and the session will be chaired by Venable Lawson. The hope is that the reports will relate the issues to the emerging capabilities of CLENE.

10:15 A.M. Coffee Break

11:00 A.M. to 12:30 P.M. Business Meeting

The remainder of the morning and the afterno will be devoted to a business meeting in order consider organizational and procedural issues lating to the creation of CLENE. Among the issues that need to be considered are:

- Bylaws and incorporation of CLENE
- Role and function of the Assembly, Board Directors, Advisory Board and Project S
- Membership roles and responsibilities
- Program priorities for the next year

CLENE ASSEMBLY

Small Group Discussions

Friday, January 23, 1976
Chicago, Palmer House 7:30 - 9:00 pm

GROUP I

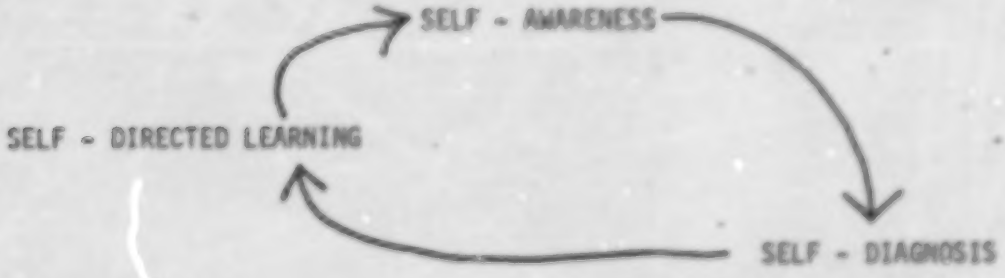
Application Of The Knowles Assessment Model On A Statewide Basis

The twenty-one individuals in the group were predominately library educators and persons with responsibilities for continuing library education in library associations and/or state agencies. Only two persons present were in attendance as consumers, exclusively. All others present were directly associated with the production of continuing education activities for library and/or information science personnel. The time available for discussion was divided into three areas of inquiry:

I. Knowles Assessment Model
II. Implications of the Model for Statewide Planning
III. Specific Recommendations for CLENE

I. The Model

Basically, the model is built on individual needs. One major accomplishment, in which the Knowles Assessment Model can be of value, is in setting the climate for adults to learn. The Model is a process in which a given group is broken down into its needs as defined in terms of the competencies needed to become better equipped for their current and future jobs. The "process" required to utilize the model is pro-active rather than passive; it reconditions the thinking of those involved and initiates a cycle of activity.



An adult was defined as that point in an individual's life when self-direction is perceived.

Self-Directed Learning: A Guide for Learners and Leaders by Malcolm Knowles is a recommended reading.

II. Statewide Planning

A. Start where the interest exists.

B. Begin with a group by one of several approaches:
   1. type of library
   2. select group by invitation
   3. representative group.

C. Construct core competency base upon those competencies the individuals in the group now possess.

D. Determine core competencies.

E. It may be necessary to establish varying levels of competencies when approaching a statewide audience.

F. Motivation of the individual must be addressed:
   1. job satisfaction
   2. personal satisfaction
   3. organizational incentives
   4. credit and/or recognition systems.

G. Competency-based programs are desirable. There is a value to individualistic style. Self-actualization for the individual consumer of continuing education is the product that yields better service for library and information consumers.

II. Recommendations for CLENE

A. Provide consultant services:
   1. programs for use at state regional and local levels
   2. help in implementation of program at state level
      a. self-diagnosis
      b. statewide planning, and
      c. other techniques
   3. dissemination of information on:
      a. statewide planning
      b. techniques
      c. resource referral
   4. national file of resource persons.

B. Assume role of modeling continuing library education in its most idealistic execution.

C. Become the agent/producer of transportable learning packages in varying formats for both groups and individuals.

D. Define staff development to include more than the professionally trained librarian.

E. Emphasize various methods, techniques and tools for needs assessment.

f. Continuing library education must be competency based and must have as its overall goal the production of better service to the library and information users.

g. Utilize the annual meeting as a forum for "training-the-trainers" who then have the responsibility of returning to their own areas to "spread-the-good-word." In other words, develop the CLENE membership -- individual category -- as a cadre of interested individuals who have mastered the skills and techniques necessary to participate in a national continuing library information network that reaches the grass roots.

h. Build into CLENE activities a means for screening and evaluating all services:
   1. learning packages and laboratories
   2. resource files of learning materials
   3. resource persons with varying expertise(s), etc.

i. Develop national framework for recognition system of continuing education activities but avoid the structure and elaborate red tape associated with the accreditation of graduate library education which does not promote rapid change to meet needs.

j. Spread the word of the need for life-long learning by those employed and associated with the library and information field. Delineate the responsibility of each level, and activate everyone concerned --- from the individual to the national association --- to do their part in achieving the desired goals.

Discussion Leader: Malcom Knowles

Resource Person: Sister M. Constance Mylotte, SND

Reporter: Travis E. Tyer

TET/ssf
2-2-76

REPORT OF STUDY/TASK GROUP #2: Development and use of training and self-assessment instruments.

Discussion Leader: Julie Virgo
Resource Person: Bernard Fryshkoff
Reporter: R. Robert Rutkowski

Flow participants: Barbara Beeton, Elizabeth Lewandowski-Rosing, Mary Ann Rankin, Ray Sommerfield, Sue Rutkowski.

After introductions the group immediately began to define what self-assessment really is. It was decided that self-assessment is an on-going (by the) individual and not just for an institution's present library position. Training should plan for and take the future as he/she can. However, CLENE should concentrate on just the library aspect. After hearing Julie Virgo talk with person, the group recommended that CLENE take action on the following matters:

1. CLENE needs to develop and publish an annotated bibliography on non-library assessment testing instruments and models that might be relevant to library situations.

2. CLENE should develop and publish a discussion of their computer-based tests already developed or being developed in the library profession plus any on-going research and being conducted in this area.

3. CLENE should develop and publish a discussion of resource people with competency in the area of self-assessment and assessment testing.

4. CLENE should identify and publicize differences in self-assessment centers as to where they are, but it and they, not to find them, how they are located, etc.

5. CLENE should identify and publish the occupational competencies relevant to librarianship.

6. CLENE should develop assessment tests for library personnel based on the identified occupational competencies.

All of these would be continually updated, changed, and expanded as necessary. Here CLENE has performed three tasks, instruments and libraries could begin to prepare themselves as to what they want or need in order to serve our State [illegible] long goals.

R.R. Rutkowski 24 January 1978

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Appendix G

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

PAPERS PREPARED FOR THE FIRST CLENE ASSEMBLY

PALMER HOUSE
CHICAGO, ILLINOIS
JANUARY 23 AND 24, 1976

CLENE
CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

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Title of Paper and Author — Color Code

PLANNING AND EVALUATING LIBRARY SYSTEMS SERVICES IN ILLINOIS USING THE CIPP MODEL by Mary Ellen Michael---Beige

CAREER PLANNING AND CONTINUING EDUCATION by Ruth Patrick---------- Grey

THE STAFF DEVELOPMENT IMPLICATIONS OF MANAGEMENT SELF STUDY by Duane Webster---------- Yellow

SCHOOL LIBRARY ASSESSMENT by James Liesner---------- Blue

PLANNING AND EVALUATING LIBRARY SYSTEM SERVICES IN ILLINOIS USING THE CIPP MODEL [1]

by

Mary Ellen Michael

The Library Research Center, University of Illinois at Urbana-Champaign, under a grant from the Illinois State Library, Springfield, Illinois, prepared a manual.[2] It was conceived as a reference guide for Illinois' eighteen library systems to use in their long-range, five-year planning and evaluation programs. Starting in the summer of 1973, visits were made to each system to discuss the manual and to furnish additional data about the planning project. Many supplemental visits and consultations between the Library Research Center and system personnel were also undertaken. Each library system was permitted maximum automony in the development of its plan. It was recommended that five to eight members make up the planning committee with system staff represented as well as one or two member libraries, board members, and special user groups (e.g., an advocate for the blind). Because planning/evaluation and the model (Context, Input, Process, Product) explicated in this manual had not been applied to an entire state before this time, some repetition of concepts and examples was considered essential. Both the manual and the five-year plans being developed by the systems have emphasized library services in contrast to purely internal operations. Finally, this manual was designed to provide general guidance for assessing library services and for formulating goals, objectives, and criteria to measure program attainment. No attempt was made to delineate or resolve the complex issues involved in the derivation and standardization of library measures.

There are many planning models. The CIPP model was adopted because of its relative simplicity and the existence of a sizeable body of explanatory literature. It was developed and refined by the Evaluation Center of Ohio State University. The Ohio State University Evaluation Center conducted several seminars during 1971-72 on the applications of the CIPP model to state-wide library planning.

The CIPP model is neither a radical planning innovation nor a how-to-do-it kit. It is a coherent adaptation and modification of many previous planning and design methods: systems analysis, programmed instruction, and Programming Planning Budgeting System (PPBS). As with all theoretical representations, the CIPP model should be considered as a framework to guide thinking. It ensures an analytical approach by requiring planners to answer essential questions and to make specific judgments at key points in the planning process. CIPP does not prescribe the specific research techniques (e.g., survey questionnaires, time and motion studies) that should be employed. For a graphic representation of the CIPP model see diagram (Figure 1) on the next page.

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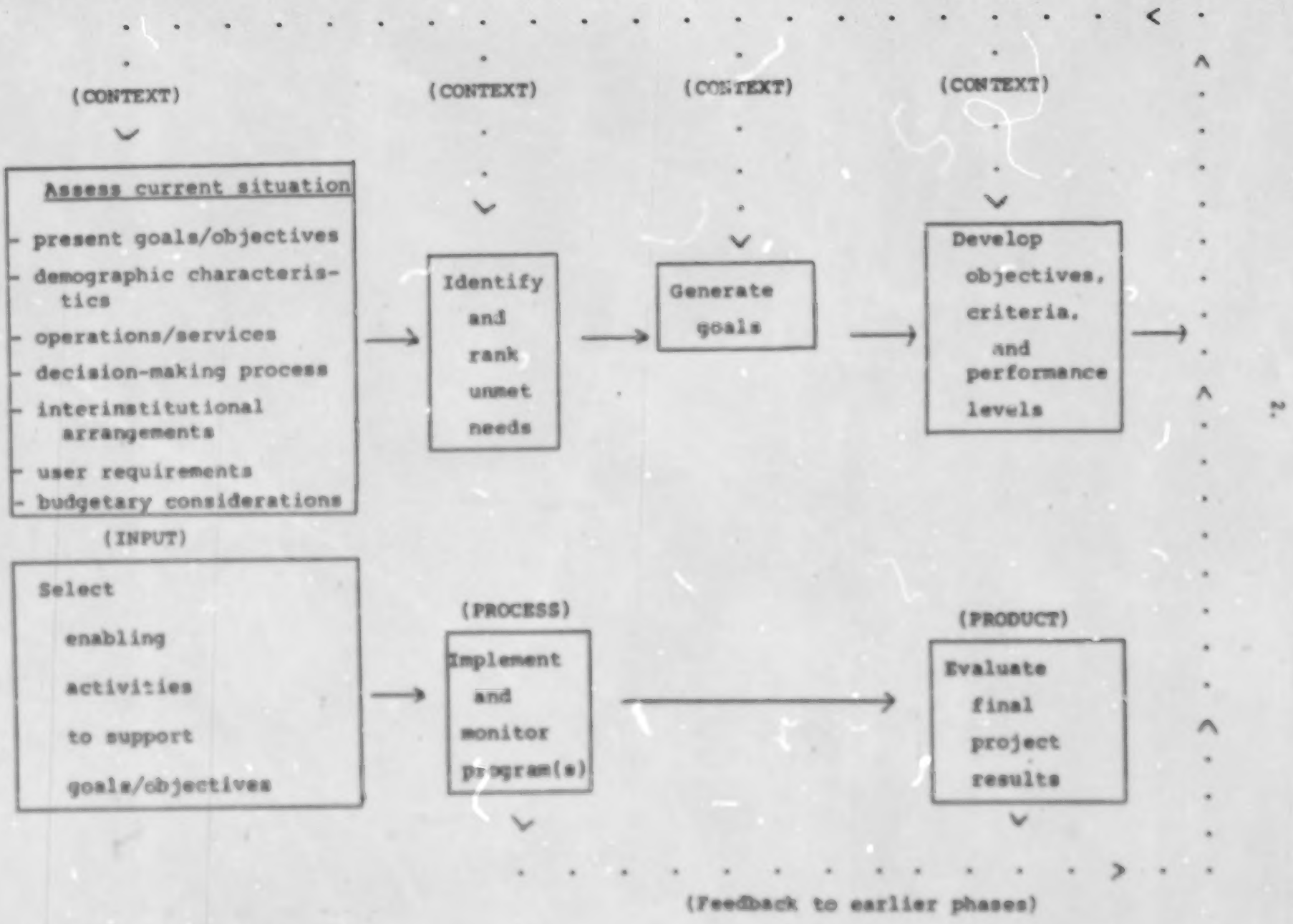
[1] A paper prepared for the First Annual CLENE Assembly, January 23 and 24, 1976, at the Palmer House in Chicago.

[2] Mary Ellen Michael and Arthur P. Young. Planning and Evaluating Library System Services in Illinois. Springfield, Illinois State Library, 1974 ED 095 916

Figure 1: BLOCK DIAGRAM OF THE CIPP MODEL



In summary, each phase of CIPP asks several key questions:

CONTEXT--What's out there? Who are the users? What do they need? What are our objectives? How will we measure results?

INPUT--How will we implement the objectives? What are the alternative strategies? Why selected?

PROCESS--Are we meeting the specified objectives during the implementation stage? Are there any unintended outcomes?

PRODUCT--Have the terminal objectives and performance expectations been reached? Should we continue, modify, or terminate the project?

The eighteen library systems have varied widely in their implementation of the CIPP model. Six systems completed their long-range plans and are updating them each year. The others are still in the writing stage. The main concern of system directors is the allocation of staff time needed to complete such planning documents. This is a very legitimate concern but systematic planning and evaluation of services are the basis for maximum utilization of material and human resources. A system's first five-year plan will cover just the first step -- the Context phase. This step is the most time consuming in terms of staff time. However, several of the systems reported that their planning committees found the analysis of their system environment very revealing in that they learned more about their service area and gained valuable information for planning future projects.

CAREER PLANNING AND CONTINUING EDUCATION

RUTH A. PATRICK*
Coordinator of Continuing Education
School of Information Studies, Syracuse University
Syracuse, New York

When I began exploring the topic of "Career Planning and Continuing Education," I began by thinking career planning was primarily an individual responsibility. I saw it as the natural other side of the coin of needs assessment and of the questions, "What do I do on my job? What skills, knowledge, attitudes do I need to do better?" I saw it as forming on the second part of the definition of continuing education that defines it as training that better equips people for the job they now have or aspire to in the future. I felt that the needs assessment approach was organization-centered. I was interested in an individual-centered approach and in the question: "What skills, knowledge, attitudes do I need to advance in my career?" -- an approach that I believe leads from "my career" to "my life."

Furthermore, I had four assumptions. First, a person's career goals influence his or her continuing education planning. Second, tools exist to assist in career planning. Third, I view continuing education as a means, not an end. The end is one's career. The question then becomes what is the role of continuing education in one's career plans. Fourth, career planning benefits both the individual and the organization.

As I proceeded with my review of the literature, I discovered that although career planning is not a new term, it is rapidly gaining new meaning in the world of work. Once considered a personal responsibility, it has mushroomed into the consciousness of management in business and in industry as an area with many benefits and promises. For the organization, the benefits will be higher productivity, reduced labor turnover costs, and improved quality of work and work environment. For the employee, the benefit will be the satisfaction that results from having identified goals, priorities and direction.

Career planning and development is receiving increased attention in professional publications, in workshop offerings, and in surveys of library practitioners. A recent survey of 14 library practitioners attending a one-day Management/Supervisory Skills Workshop asked if they had a career plan. Ten responded yes, six responded no, and two gave no response. Asked if they would be interested in a workshop on personal career assessment and planning, nine said yes, seven said no, and two gave no response. Moreover, workshops are being offered not only for individuals interested in career planning, but also for organizations interested in implementing career planning systems. Companies are revising their performance appraisal systems to incorporate performance analysis -- a look back -- and planned personnel development -- a look ahead.

To begin with the individual's perspective, publications and workshops I have encountered place career planning within the larger context of life planning and do not limit it to the question of

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* I would like to acknowledge Patrick Wronek, an MLS student at the School of Information Studies, who assisted in the development of this paper by conducting a literature review and by discussing with the author the concepts involved.

[illegible] Ideally, current and 5 yr planning deal with one's whole life situation, goals, values, and priorities. Also, one of the reasons given for unsuccessful efforts at career planning is the assumption by individuals that workers must be prepared to change careers several times during their lives.

An excellent guide to current and life planning is the chapter entitled, "How You Can Decide What Do You Want to Do?" in Bolles's book What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. (Berkeley, California: Ten Speed Press, 1978). Bolles identifies four prerequisites for current and life planning tools: motivation, purpose, and tools and instruments. These tools and instruments are exercises that force us to ponder's memories of the past, feelings about the present, and visions of the future. An assessment is made of a person's skills, interests, motivations, priorities, and work experiences to work on personal life. This assessment is then placed in the context of current and life planning. The exercise asks people to identify those skills you presently have -- things you do well and things you enjoy.

Another resource for current and life planning is the Labyrinth of Creative Problems by William H. Storm (Arthur D. Storm & Associates, 120 S. Sepulveda Street, Manhattan Beach, California). It is composed of 36 workbook cut or designed to be used as a marketing strategy in approximately 4 hours. It is divided into two phases. In Phase I you focus on becoming yourself fully. You ask questions like: What is important for you? What can you do? What do you like to do? What values need to you? What do you need? [illegible] In Phase II you focus on defining a direction for yourself using strategies such as objective setting, time analysis, force field analysis, creative problem solving, priority setting, scenario building and planning.

All people may not want or need such a comprehensive approach, however. You must decide to whether or how you have selected is the approach may be. This exercise provides career planning from an individual's perspective. What does career planning look like from the organization's perspective?

Career planning as a corporate tool is one of the methods that will be discussed in the upcoming Management Association's fifth annual Personnel Conference, February 2-3, 1981. The basis is that what career planning does for corporate planning is attempt an objective and creative to product planning. Tommy Stanton is going to be the Conference representative to successfully using career planning.

Directors of Personnel Planning realize a broad review of the management resources available to assess the health and vitality of the organization. Key objectives of the system are to:

- Survey management and organizational strengths and weaknesses.
- Identify employees with high potential for increased responsibility positions and to plan actions to encourage their growth.
- Identify individual development needs of personnel.
- Identify replacement, assignment, and promotion positioning and make plans for corrective action.

These forms are used to the workers. Individuals forms - Provincial - a assessment significant worker activity and development goals for individuals in the organizations. Individual Organizations Assess - a standard forms. Organizations and Staffing Plans - used to describe formats for the workforce in the organizations and evaluations and development documents. - a model data to organize a data so that data forms relevant - tool in order to applicable to directories.

Also refer all the Evaluations and Development Assessor forms to completed by the employers, and the reviewer refer to the Cr tool managers. The employers or person to appraise review individual as the forms to most specific reviews. setup services may are to prepared to deliverable form information as quantifiable as days. It is important that the forms be used by and persons to a realistic work quality to date as days. When both parties of the forms are completed. It is mentioned to Cle work regency levels in arrangements. The consultants managers they levels a service. Discussion with the individuals using the workers measurable as a result into the discussions. The an approach permitted a reasons statement to explain increased understanding and, negotiate, agreement between the employers and the or the managers concerning the employers in service standards, development activities and organizations.

Information to be provided by the employers to Cr Officers

a. Training Materials, attend cover specific preferences and personal to scheduling practices must first positions received
   b. Length - Range

b. Skill Evaluations (how-to-like - locations, management, Competent qualifications, etc., and comment as the areas to where you feel you could further development
   a. Strengths
   b. Development levels

c. Development activities and Plans
   a. activities of basis to but not to provided to relevant skills, knowledge, experiences, or ;
   b. Plans

Information to be provided by the counselling managers to be Officers

a. Evaluations & Performances and Qualifications
   a. Performances (how-to-like, satisfactory) - the set performance to present management to forms of Cooper Operations. does the against across professionals, satisfied performance trained
   b. Qualifications (how-to-like evaluations, management, management qualifications, etc.)
      a. Strengths
      b. Development levels

b. Development and Career Recommendations
   a. Development Recommendations, Specific development areas for the work of workers needs and responses to identified results
   b. Work management of required relationship

[redacted]

[redacted]

[redacted]

[redacted]

The continuing education workshop as a vehicle for the final development of the process and the training of practitioners in these new management approaches has worked effectively. However, a great many issues regarding both the substance and process of continuing education activities have been encountered in the course of conducting these workshops. Significant behavioral and attitudinal changes are expected and required to assimilate and implement the ideas and techniques represented in this planning process. How one perceives the problems one faces and their remedies obviously tends to significantly influence ones receptivity to newer approaches. The knid of leadership initiating a workshop of this sort has a definite effect on its impact as well as the kinds of incentives provided such as implied threats, external rewards such as academic or certification credit or released time, or recognition such as by designation as a pilot program. How participants are selected and the representation of different constituencies are significant factors. For example, the best experience this writer has had in terms of achieving the objective of increasing awareness and stimulating motivation was in a workshop which was restricted to teams of building principals and their respective media specialists. The use of various instructional approaches seems to particularly effect the reception in a workshop of this kind--simulation and interactive approaches appear to be a must in addition to formal presentations. To make a more personal observation, informality and humility particularly on the part of the workshop director when a particularly ominous or threatening subject is treated seems to be particularly important in reducing emotional barriers.

The thrust of this brief paper has been to present the substance of the continuing education efforts involving the development and dissemination of this particular planning and management process. The continuing education implications have been alluded to and will be treated in somewhat greater detail in the conference session and in response to questions.

Footnotes

[1]For additional background and detailed discussion see the following:

Donald H. Kraft and James W. Liesener, "An Application of a Cost-Benefit Approach to Program Planning: School Media Programs", in Proceedings of the American Society for Information Science 10:116-117 (American Society for Information Science, 1973).

James W. Liesener, "The Development of a Planning Process for Media Programs", School Media Quarterly 1:278-287 (Summer, 1973).

_____, District and Regional Learning Resource(Media) Programs: A Systematic Planning Process and Exploratory Survey of Services. (Texas Education Agency, 1975).

_____, Planning Instruments for School Library/Media Programs. (College of Library and Information Services, Univ. of Maryland, 1974).

_____, A Systematic Process for Planning and Communicating Media Programs. (American Library Association, April, 1976).

APPENDIX H

CLENE ENABLING RESOLUTIONS: first election of officers and other members of the Board of Directors and the Members of the Advisory Committee.

RESOLVED: 1. By-laws in the form presented to the meeting are adopted as the by-laws of CLENE to take effect at the first meeting of the Assembly to be held July 1976.

2. The following five persons are appointed as a first nominating committee to present nominees for election as the first officers and other members of the Board and the Advisory Committee:

3. The first nominating committee is directed to nominate one or more candidates for each of the following:

a. the seven members of the class of the Advisory Committee whose terms shall expire at the annual meeting of the Assembly to be held in 1977
b. repeat for the class of 1978
c. repeat for the class of 1979
d. the three class A members of the Board whose terms shall expire at the annual meeting of the Assembly to be held in 1977, consisting of two state agency directors and one association/organization director.
e. the three class B members of the Board whose terms shall expire at the annual meeting of the Assembly to be held in 1978 consisting of the one state agency director and one association/organization director and one institutional director.
f. the four class C members of the Board whose term shall expire at the annual meeting of the Assembly to be held in 1979 consisting of one state agency director, one association/organization director, one institutional director and one individual director.
g. the three class D members of the Board who shall be the President elect, the President, and the past president.
h. the individual who shall be the member of the Board and secretary.
i. the individual who shall be the member of the Board and treasurer.

4. The first nominating committee is directed to present to the ad hoc Board the names of the nominees for each of the above described positions on or before April 15, 1976.

5. The Board shall submit to the entire membership of CLENE by mail vote for election as the first officers and other members of the Board, members of the Advisory Committee, the nominees of the first nominating committee to take office at the first meeting of the Assembly to be held in July 1976 in Chicago.

6. Subsequent to the first annual meeting of the Assembly, further members of the Board and the Advisory Committee shall be nominated and elected in accordance with the by-laws.

Adopted by the ad hoc Board of Directors
January 22, 1976
Presented to the Membership
January 24, 1976

APPENDIX I

MINUTES

Ad Hoc Advisory Committee (CLENE)
Continuing Library Education Network and Exchange

Chicago, Palmer House 7:30 p.m. Wednesday, January 21, 1976

MEMBERS PRESENT: Barbara Conroy, Bernard Franckowiak, Margaret K. Goggin, Harold Goldstein, Venable Lawson, Harold R. Malinowsky, Helen M. Miller, Peggy O'Donnell, Mary Power, Brooke E. Sheldon, Joseph F. Schubert, Travis E. Tyer and Ruth J. Patrick.

STAFF AND BOARD: Mary Baxter, Maryann Duggan, Bessie Boehm Moore (NCLIS), Elizabeth W. Stone, Nettie Taylor and Alphonse F. Trezza (NCLIS).

GUESTS/OBSERVORS: Ruth Aronson, Office of Drug Abuse Services, Albany, New York; Thomas H. Cahalan, Northeastern University, Boston, Massachusetts; Virginia L. Cassady, University of Arizona, Tucson, Arizona; Robin Downes, University of Michigan Library, Ann Arbor, Michigan; Sharon Hammer, Regional Library for the Blind and Physically Handicapped, Seattle, Washington; John F. Harvey, Hofstra University, New York, New York; Fred Hoffmann, State University of New York Ag-Tech College, Alfred, New York; Susan Kaufman, Colorado Library Association, Littleton, Colorado; Eleanor F. Klepeis, River County Library System, Seattle, Washington; Hannah J. Kunkle, Texas Woman's University, Denton, Texas; Sue Mahmoodi, University of Minnesota Library School, Minneapolis, Minnesota; Sister M. Constance Melvin, IHM, Marywood College, Scranton, Pennsylvania; T. John Metz, Executive Director, MIDLNET, Green Bay, Wisconsin; Sally L. Settle, Kilsap Regional Library Bremerton, Washington; Frank Stevens, U.S.O.E., Washington, D.C.; Jan Van Wyk, University of Chicago Graduate Library School, Chicago, Illinois.

Chairperson Ruth J. Patrick called the meeting to order at 7:30 p.m. and welcomed the large number of observors present. Members of the CLENE Staff and Ad Hoc Board of Directors were recognized.

CLENE Project Director Elizabeth W. Stone reported progress on major accomplishments to date:

1. Directory of Continuing Education Opportunities
2. Concept Papers
3. Newsletter
4. Quarterly Reports
5. Appointment of Principal Investigator
6. Preparation of Proposals for Future Funding.

The Ad Hoc Advisory Committee members expressed their appreciation for the hard work of the Project Staff and commended them for the speed with which CLENE has begun operations. Some concern was expressed at the vast amounts of paper coming to Advisory Committee members. Staff was asked to stamp action items so that the work of the Committee would be more productive.

Members present voiced their desire to remain in one group during the course of the meeting rather than breaking into small groups as had been announced prior to the meeting. Those assembled then addressed themselves to several areas of concern.

A general discussion ensued regarding the role of the Advisory Committee. The following characteristics were noted:

1. PROS AND CONS OF ISSUES. The Advisory Committee is expected to gather and discuss pros and cons on all issues before CLENE and to make recommendations to the Board of Directors. This includes issues and matters which the Board of Directors has asked the Advisory Committee to consider as well as issues the Committee members have identified from the Assembly and the field.

2. RESPONSIVE TO MEMBERSHIP: The Advisory Committee, above all, must be be responsive to the membership of the Assembly. In this respect the Advisory Committee serves as a link between the Assembly and the Board of Directors.

One major recommendation to the Ad Hoc Board of Directors was passed for immediate action:

> Nominating procedures should be set in motion for a mail ballot for the first election of officers so as to hold the first annual meeting at the summer ALA Conference of 1976 with newly elected officers assuming office at the conclusion of that annual meeting.
>
> Moved by: Bernard Franchovich
> Seconded by: Peggy O'Donnell
>
> Motion passed unanimously.

Discussion led to several other areas of concern which will need to be addressed as the organization matures and comes of age. Some matters will be handled by action of the Board of Directors, others by the Advisory Committee, others by the Assembly, and some may be handled by a combination of two or more of the levels of the organization. The Advisory Committee hereby directs the attention of the Board of Directors to our concerns but advises no action steps be taken until elected officers are installed. Our concerns are as follows:

1. Mail Ballot v. Membership Meeting Election. There are pros and cons on this matter. Some felt all elections should be by mail ballot so as to ensure full Assembly participation. Others felt that this puts additional work on the limited CLENE staff that will detract from more productive use of staff time.

2. INSTITUTIONAL MEMBERSHIP FEES. There is intense reaction at the grass roots level to the cost of this membership category. There may be just cause to create new categories for those currently classified at this level of membership. The membership list currently includes many individuals who are associated with institutions which CLENE had hoped to have as institutional members. The membership fee structure must be tied to the benefits to be derived from CLENE by the organizations, associations, and individuals who pay dues.

3. Overlapping of Membership Categories. Questions are arising from potential members of CLENE on the various services available at the several levels of membership. For example, what is available to the Illinois Valley Library System in Peoria, Illinois, and it were to join as an institutional member that is not available to them through the membership held by the Illinois State Library, the Illinois Library Association or the Executive Director, who is a personal member? The right to vote is not justification enough for a $200 membership under the current economic climate.

4. Meeting in Conjunction with ALA. The Advisory Committee raised the question of whether it is advisable for CLENE meetings to be scheduled with ALA sessions. Representatives from other library and information associations were noticeably absent from the meeting of the Advisory Committee. One factor to be considered is the desirability of attracting the largest number of the membership.

5. Scheduled meetings of CLENE Assembly. Will the pattern of meetings for the three levels---Board, Advisory Committee, Assembly---follow the pattern of the January 1976 meetings: Advisory Committee, Board, Assembly, Board?

6. Summer Meeting Program Committee. While it is desirable to have this Committee made up of both Board and Advisory Committee members, the emphasis should be on having a membership that can work closely enough together to insure a quality program. Membership on the Committee should rotate and variety in program is the second priority. It might be wise to consider members from the Assembly for appointment to the Committee, given these priorities.

The meeting was adjourned at 10:30 p.m.

Respectfully submitted,

Travis E. Tyer
Secretary

Appendix J

[redacted]

[redacted]

Thursday, January 22, 1976

The meeting was called to order at 7 p.m. Board members present were: Bettie Taylor (President), Margaret Myers (Vice-President), Lana Montgomery (Treasurer), Julie Virgo (Secretary), Howard Hitchens, Dorothy Detzelgen, Maryann Duggan, Pauline Vallassenor, and Duane Webster. Elizabeth Stone and Mary Baxter from the CLENE staff and Algonquin Trosse and Bessie Moore from NCLIS were also in attendance.

Observers were H. Amen, Barbara Conroy, Dede Curtis, Joan Durrance, Fred Goffman, E. Mahmoudi, Robert Maltsberger, Helen M. Miller, Peggy O'Donnell, Ruth Patrick, Joseph Shubert and Travis Tyer.

Election of Officers

Ruth Patrick, Chairperson of the Ad Hoc Advisory Committee introduced the following recommendation from the Committee, that:

> Nominating procedures should be set in motion for a mail ballot for the first election of officers so as to hold the first annual meeting at the summer ALA Conference of 1976 with newly elected officers assuming office at the conclusion of that annual meeting.

After some discussion of the advantages of holding the 1976 annual meeting in conjunction with ALA the following motion was adopted:

> That the 1976 first annual meeting of CLENE be held in conjunction with the summer ALA Conference.
> Maker: Margaret Myers Second: Howard Hitchens

It was further moved that:

> A mail ballot be used for the first election of officers.
> Maker: Maryann Duggan Second: Howard Hitchens

Nominating Committee

President Taylor outlined the timetable and instructions to be given to the Nominating Committee. The following timetable was agreed upon:

April 15	Turn in nominations
May 1	Ballots mailed
June 15	Deadline for returning ballots

The following motion was adopted:

> That the Nominating Committee be instructed to nominate at least 15 but no more than 40 people for the Advisory Committee, for terms of

one to three years, the length of term being determined by the number of votes.
Motion: Pauline Tollinsworth Second: Lana Rodriguez

By consensus, it was agreed that the suggestion be made to the Redistricting Committee that there be one or more conventions for each office per term.

Fifty dollars was allocated to Redistricting Committee expenses.

Modification of By-Laws

After changing Section IX.1 of the By-Laws from "There shall be a Panel of Duties and Obligations ..." to "There may be a Panel of Duties and Obligations," the Board adopted the following motion:

That the By-Laws be ratified.
Motion: Duane Bohanan Second: Pauline Tollinsworth

A copy of the By-Laws, as amended, is attached.

The statement on the use of the mail ballot for the Town election was then ratified by the Board.
Motion: Lana Rodriguez Second: Maryanne Riggan

The ratified statement is attached as Attachment 2.

Panel of Duties and Obligations

By consensus, it was agreed to allocate $1500 for expenses for the Panel, and it was agreed that an honorarium of $250 be paid.

Task Force on Town Structure

There was some uncertainty as the interpretation of the committee membership from category, specifically, could some of the states become members at the AAB term if not all the states in their committee elected to CSG. The matter was referred to the Task Force on the Town Structure which will make a recommendation to the Board at the Saturday, January 28 Board meeting.

Sale of CLRRS Publications

The following motion was adopted:

That a 15% discount be given on all CLRRS publications to CLRRS members, and that this discount rate be continued at the conclusion of the transition year.
Motion: Lana Rodriguez Second: Pauline Tollinsworth

Advisory Committee Report

Ruth Patrick, Chairperson of the advisory committee, reported on ongoing discussions during the Committee's meeting. Of particular concern was the possibility of a dues category between the $10 individual and the $500 basic nationally-recognized category.

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[illegible]

[illegible]

[illegible]

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Columbia University in the City of New York | New York, N.Y. 10027

January 17 1975

Dr. Elizabeth Stone
Department of Library Science
Catholic University of America
Washington, D.C. 20017

Dear Dr. Stone:

The [illegible] experiences I had on Friday and Saturday of this past week end, [illegible], are exciting ones. I am so delighted to be involved in this aim of the profession and am tremendously stimulated by the dynamic folks I met, worked with, had exchanges views and conversations with this past week. I do hope the right country folks support will be even more participative in the program part so it comes to be that's where [illegible] really takes place.

The nature from group I - [illegible] staff development units in a library organization - are extensive. Hope [illegible] understandings. I took some notes from the other groups, but I do hope your friends from anything and others in my [illegible] to disseminate to the [illegible].

I'm really looking forward to did this summer session of my new job, but also because of the promise of a good "continuing education experience" in the second [illegible] semester.

Thanks so much for your motivation and enthusiasm for this project.

Most sincerely,

Jane L. Mason
Assistant Reference Librarian

JLM:bcm
encl.